



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 12551752
SAU: MSAD 61
School: Crooked River Elementary

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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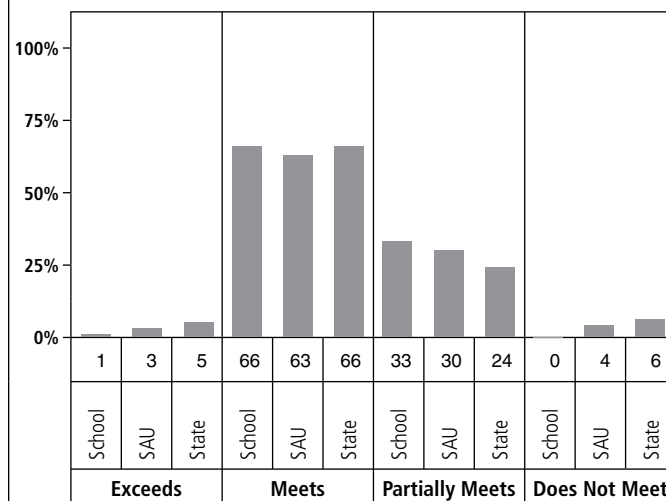
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 61
School: Crooked River Elementary

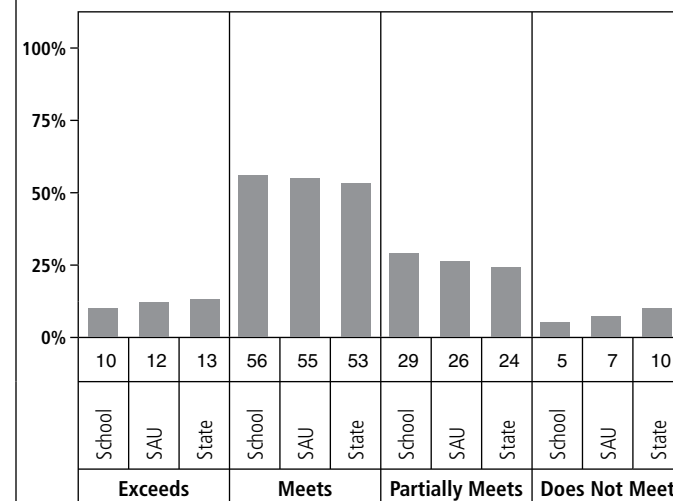
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	447	446	445
2007–2008	442	443	445
2008–2009	446	446	446
Cum. Avg.*	445	445	445
Mathematics			
2006–2007	443	444	445
2007–2008	440	442	445
2008–2009	445	446	446
Cum. Avg.*	443	444	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: MSAD 61
School: Crooked River Elementary

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	73	100	148	100	13805	100	73	100	148	100	13737	100	73	100	148	100	13746	100						
Ethnicity African American/Black	0	0	3	2	419	3	0	0	3	100	410	98	0	0	3	100	416	99						
American Indian or Native Alaskan	0	0	1	1	125	1	0	0	1	100	124	99	0	0	1	100	124	99						
Asian or Pacific Islander	1	1	5	3	229	2	1	100	5	100	223	97	1	100	5	100	227	99						
Hispanic	1	1	3	2	149	1	1	100	3	100	148	99	1	100	3	100	148	99						
Caucasian/White	71	97	136	92	12883	93	71	100	136	100	12832	100	71	100	136	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	19	28	19	2383	17	14	100	28	100	2366	100	14	100	28	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	43	59	86	58	5819	42	43	100	86	100	5782	99	43	100	86	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	39	53	92	62	10439	76	39	53	91	61	10471	76						
Identified disability (PET/IEP)	3	8	4	4	351	3	3	8	3	3	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	34	47	56	38	3142	23	34	47	57	39	3138	23						
Identified disability (PET/IEP)	11	32	24	43	1860	59	11	32	25	44	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	23	68	32	57	1060	34	23	68	32	56	1043	33						
Participation through alternate assessment (PAAP)	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 61
School: Crooked River Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	3	4	4	3	507	4
	2007-2008	0	0	0	0	559	4
	2008-2009	1	1	4	3	672	5
	Cum. Total*	4	2	8	2	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	50	63	93	63	8749	63
	2007-2008	41	53	80	54	8308	59
	2008-2009	48	66	93	63	8917	66
	Cum. Total*	139	60	266	60	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	22	28	40	27	3467	25
	2007-2008	28	36	53	36	3922	28
	2008-2009	24	33	45	30	3241	24
	Cum. Total*	74	32	138	31	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	5	6	11	7	1165	8
	2007-2008	9	12	14	10	1264	9
	2008-2009	0	0	6	4	751	6
	Cum. Total*	14	6	31	7	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	31.7	66.0	31.3	65.2	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.2	67.5	15.9	66.3	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	15.6	65.0	15.4	64.2	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 4
SAU: MSAD 61
School: Crooked River Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	73	1	1	48	66	24	33	0	0	446	148	3	63	30	4	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	0										3						408	2	51	31	16	441
American Indian or Native Alaskan	0										1						122	1	59	34	6	444
Asian or Pacific Islander	1										5	20	40	40	0	451	221	9	62	22	7	447
Hispanic	1										3						146	1	64	28	6	445
Caucasian/White	71	1	1	47	66	23	32	0	0	446	136	2	64	29	4	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	4	29	10	71	0	0	440	28	0	21	61	18	437	2211	1	39	42	18	439
No	59	1	2	44	75	14	24	0	0	448	120	3	73	23	1	448	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	73	1	1	48	66	24	33	0	0	446	148	3	63	30	4	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	43	0	0	25	58	18	42	0	0	445	86	0	58	35	7	444	5677	2	57	32	9	443
No	30	1	3	23	77	6	20	0	0	449	62	6	69	24	0	449	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	73	1	1	48	66	24	33	0	0	446	148	3	63	30	4	446	13575	5	66	24	6	446
Gender																						
Female	40	1	3	31	78	8	20	0	0	449	78	4	73	21	3	449	6580	7	68	21	5	448
Male	33	0	0	17	52	16	48	0	0	444	70	1	51	41	6	443	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	3	21	11	79	0	0	439	29	0	31	69	0	440	2127	1	48	42	9	441
No	59	1	2	45	76	13	22	0	0	448	119	3	71	21	5	447	11454	6	69	20	5	447
Gifted/talented program																						
Yes	5	1	20	4	80	0	0	0	0	456	13	31	69	0	0	458	324	27	72	1	0	458
No	68	0	0	44	65	24	35	0	0	446	135	0	62	33	4	445	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 61
School: Crooked River Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	3	75	1	25	0	0	447	7	0	80	20	0	447	4	2	45	36	17	441
B. less than one hour	82	0	0	39	65	21	35	0	0	446	80	3	65	31	2	447	75	5	67	23	4	447
C. one to two hours	10	1	14	5	71	1	14	0	0	452	9	7	50	29	14	445	18	5	67	23	5	447
D. more than two hours	3	0	0	1	50	1	50	0	0	441	4	0	17	50	33	435	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	43	1	3	26	84	4	13	0	0	450	51	5	73	20	1	449	40	8	71	17	4	449
B. good	51	0	0	20	54	17	46	0	0	444	41	0	53	42	5	443	45	3	66	25	5	446
C. fair	6	0	0	1	25	3	75	0	0	440	8	0	45	36	18	439	13	1	54	35	10	442
D. poor	0										0						2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	29	1	5	15	71	5	24	0	0	450	36	2	70	23	6	447	31	8	69	19	4	448
B. They match some of what I have learned.	60	0	0	30	68	14	32	0	0	446	52	4	65	30	1	446	53	4	68	23	4	447
C. They match just a little of what I have learned.	8	0	0	2	33	4	67	0	0	442	9	0	15	69	15	438	11	2	54	35	10	442
D. There is no match.	3	0	0	1	50	1	50	0	0	439	3	0	80	20	0	445	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	8	0	0	2	33	4	67	0	0	442	7	0	40	60	0	443	19	4	54	31	11	443
B. about the same as my regular schoolwork	62	1	2	29	66	14	32	0	0	447	55	1	61	33	5	445	63	6	69	22	4	447
C. easier than my regular schoolwork	30	0	0	16	76	5	24	0	0	447	38	5	69	22	4	447	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	10	0	0	1	14	6	86	0	0	440	10	0	21	64	14	438	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	54	0	0	28	72	11	28	0	0	447	41	0	67	28	5	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	36	1	4	18	69	7	27	0	0	448	49	6	67	26	1	448	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	22	1	6	12	75	3	19	0	0	450	24	9	71	20	0	450	21	8	68	19	5	448
B. 20 minutes to an hour	62	0	0	30	67	15	33	0	0	446	55	1	69	27	2	446	55	5	70	21	4	447
C. less than 20 minutes	11	0	0	4	50	4	50	0	0	444	12	0	41	59	0	444	13	2	57	33	8	443
D. I rarely read at home.	5	0	0	2	50	2	50	0	0	442	10	0	36	36	29	438	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	14	0	0	6	60	4	40	0	0	444	20	0	50	50	0	443	25	3	59	30	8	444
B. six to ten pages	25	0	0	9	53	8	47	0	0	444	20	0	50	43	7	443	24	4	64	26	6	445
C. eleven or more pages	61	0	0	30	71	12	29	0	0	447	60	4	71	21	5	448	51	7	70	20	4	448
Optional school/SAU question																						
A.	50	0	0	1	50	1	50	0	0	442	50	0	50	50	0	442						
B.	25	0	0	0	0	1	100	0	0	438	25	0	0	100	0	438						
C.	25	0	0	1	100	0	0	0	0	450	25	0	100	0	0	450						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 61
School: Crooked River Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	3	4	5	3	1054	8
	2007-2008	2	3	6	4	1321	9
	2008-2009	7	10	18	12	1712	13
	Cum. Total*	12	5	29	7	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	41	51	80	54	7394	53
	2007-2008	26	33	61	41	7079	51
	2008-2009	41	56	81	55	7270	53
	Cum. Total*	108	47	222	50	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	20	25	44	30	3729	27
	2007-2008	36	46	57	39	3955	28
	2008-2009	21	29	39	26	3219	24
	Cum. Total*	77	33	140	32	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	16	20	19	13	1735	12
	2007-2008	14	18	24	16	1642	12
	2008-2009	4	5	10	7	1408	10
	Cum. Total*	34	15	53	12	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	29.8	62.1	30.8	64.2	30.8	64.2
A. Number	20	42	11.8	59.0	12.4	62.0	12.5	62.5
B. Data	8	17	5.5	68.8	5.4	67.5	5.3	66.3
C. Geometry	10	21	6.4	64.0	6.6	66.0	6.5	65.0
D. Algebra	10	21	6.3	63.0	6.4	64.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: MSAD 61
 School: Crooked River Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	73	7	10	41	56	21	29	4	5	445	148	12	55	26	7	446	13609	13	53	24	10	446
Ethnicity																						
African American/Black	0										3						415	5	41	30	24	439
American Indian or Native Alaskan	0										1						123	12	46	28	13	445
Asian or Pacific Islander	1										5	20	40	40	0	450	225	22	45	20	12	448
Hispanic	1										3						147	3	58	30	10	443
Caucasian/White	71	7	10	41	58	19	27	4	6	445	136	13	55	26	7	446	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	6	43	7	50	1	7	441	28	0	36	43	21	438	2227	3	34	33	30	437
No	59	7	12	35	59	14	24	3	5	446	120	15	59	23	3	448	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	73	7	10	41	56	21	29	4	5	445	148	12	55	26	7	446	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	43	2	5	24	56	14	33	3	7	443	86	8	52	30	9	444	5704	6	48	30	16	442
No	30	5	17	17	57	7	23	1	3	448	62	18	58	21	3	450	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	73	7	10	41	56	21	29	4	5	445	148	12	55	26	7	446	13603	13	53	24	10	446
Gender																						
Female	40	4	10	21	53	12	30	3	8	445	78	12	55	27	6	446	6591	12	54	24	11	446
Male	33	3	9	20	61	9	27	1	3	445	70	13	54	26	7	446	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	5	36	8	57	1	7	436	29	3	34	52	10	438	2131	3	41	38	18	440
No	59	7	12	36	61	13	22	3	5	447	119	14	60	20	6	448	11478	14	56	21	9	448
Gifted/talented program																						
Yes	5	3	60	1	20	1	20	0	0	460	13	62	31	8	0	462	324	64	34	2	0	464
No	68	4	6	40	59	20	29	4	6	444	135	7	57	28	7	445	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 61
School: Crooked River Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	2	50	1	25	1	25	432	7	10	50	30	10	441	4	4	37	30	28	438
B. less than one hour	82	6	10	34	57	18	30	2	3	446	80	14	56	28	3	448	75	13	55	23	9	447
C. one to two hours	10	1	14	5	71	1	14	0	0	448	9	7	64	7	21	443	18	12	54	24	10	446
D. more than two hours	3	0	0	0	0	1	50	1	50	429	4	0	17	33	50	430	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	40	4	14	18	62	5	17	2	7	447	38	20	54	23	4	449	37	22	56	16	7	451
B. good	44	3	9	19	59	10	31	0	0	446	46	10	59	25	6	447	45	9	56	25	9	446
C. fair	8	0	0	2	33	4	67	0	0	439	10	0	53	40	7	441	14	3	46	34	17	440
D. poor	8	0	0	2	33	2	33	2	33	434	6	0	33	33	33	434	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	3	10	21	68	6	19	1	3	448	47	14	61	22	3	449	35	19	56	19	7	450
B. They match some of what I have learned.	48	4	11	19	54	10	29	2	6	444	43	13	54	24	10	445	51	11	56	25	8	446
C. They match just a little of what I have learned.	5	0	0	1	25	3	75	0	0	439	8	0	33	58	8	439	10	5	43	31	21	440
D. There is no match.	4	0	0	0	0	2	67	1	33	431	3	0	25	50	25	435	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	0	0	4	40	5	50	1	10	438	12	0	47	41	12	440	17	5	44	31	20	441
B. about the same as my regular schoolwork	65	3	6	31	66	13	28	0	0	447	62	9	58	30	3	447	62	13	57	23	7	448
C. easier than my regular schoolwork	21	4	27	6	40	2	13	3	20	445	27	26	51	10	13	449	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										3	0	40	20	40	436	7	6	36	32	27	438
B. 30–45 minutes	22	1	6	9	56	6	38	0	0	446	18	4	56	37	4	444	25	7	52	28	12	444
C. 45–60 minutes	19	0	0	9	64	5	36	0	0	444	18	4	54	35	8	443	38	14	56	22	8	448
D. more than 60 minutes	59	6	14	23	53	10	23	4	9	445	61	18	56	21	6	449	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	7	1	20	2	40	2	40	0	0	450	7	20	30	40	10	447	3	4	36	31	28	438
B. two or three days a week	19	0	0	9	64	5	36	0	0	445	16	4	61	26	9	445	12	13	51	26	10	446
C. two or three times each month	38	5	18	18	64	5	18	0	0	450	43	19	59	21	2	450	32	15	58	20	7	449
D. never or almost never	36	1	4	12	46	9	35	4	15	439	35	6	52	31	12	443	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	1	5	10	53	6	32	2	11	443	29	10	50	29	12	444	26	12	50	25	13	445
B. two or three days a week	38	5	19	17	63	5	19	0	0	449	33	21	58	21	0	451	32	14	57	21	7	448
C. two or three times each month	18	0	0	7	54	5	38	1	8	442	24	9	60	26	6	446	26	13	56	22	8	448
D. never or almost never	18	1	8	7	54	4	31	1	8	442	15	5	50	32	14	441	17	9	50	27	13	444
Optional school/SAU question																						
A.	50	0	0	0	0	1	50	1	50	431	50	0	0	50	50	431						
B.	25	0	0	0	0	1	100	0	0	440	25	0	0	100	0	440						
C.	25	1	100	0	0	0	0	0	0	462	25	100	0	0	0	462						
D.	0										0											